

**Wausau School District
2021-2022
Charter School Authorizer Annual Report**

Authorizer Annual Report Checklist

When completing the Charter School Authorizer Annual Report, verify that:

- All sections of the report are present, and all schedules are completed and attached.
- For school district authorizers, the schedule of authorizer operating costs has been included as a supplement to the school district's annual audited financial statements submitted to DPI.
- The report has been completed at the authorizer level, rather than completed for an individual school.
- Authorizer operating costs have been identified in Section VI. This section should not be left blank.
- The operating costs reported in Section VI reflect **only** the costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. s. 118.40 (3m)(a) to (e) which include:
 - Soliciting and evaluating charter school applications,
 - Considering the principles and standards for quality authorizing established by the National Association of Charter School Authorizers,
 - Giving preference in the awarding of contracts for the operation of charter schools that serve children at risk,
 - Approving high-quality charter schools that meet identified educational needs and promote a diversity of educational choices, and
 - Monitoring the performance and compliance with Wis. Stat. s. 118.40 of each charter school with which it contracts.

The operating costs in this section should **not** reflect the operating costs for the authorized charter school(s).

- The total amounts reported in Section VI and Section VII are not the same. As noted above, Section VI should only include operating costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. 118.40 (3m)(a) to (e); while Section VII should include the costs of services the authorizing entity provided to the charter schools with which it contracts. **The expenditures in Section VI and Section VII should not match.**
- Costs reported in Section VII are only the costs of services provided to the charter school(s). Examples of the types of costs that should be reported in this section include but are not limited to: costs for business office services, costs for food services, curriculum services, professional development services, etc. **The expenditures in Section VI and Section VII should not match.**

For further instructions and requirements related to completing each section of this report see the charter school authorizer annual report technical assistance document at <http://dpi.wi.gov/sms/charter-schools/information-authorizers>.

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	Wausau School District
Authorizer Address:	415 Seymour Street PO Box 359 Wausau, WI 54402-0359
Authorizer Contact Person:	Dr. Keith Hilts
Contact Person Title:	Superintendent of Schools
Contact Person Phone:	715-261-0505
Contact Person Email:	khilts@wausauschools.org

SECTION II: CHARTER SCHOOL INFORMATION

(Add additional lines or attach additional sheets, if necessary.)

Charter Schools Currently Under Contract in 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Grades Served:
Wausau Area Montessori Charter School	Wausau Area Montessori Charter School Governance Council	7/1/2021 – 6/30/2026	4K-8
Enrich Excel Achieve Learning Academy	Enrich, Excel, Achieve Learning Academy Governance Council, Inc.	7/1/2021 – 6/30/2026	6-12
Wausau Area Virtual Education Program	Wausau Area Virtual Education Governance Council LTD.	7/1/2018 – 6/30/2023	K-12

Charter Schools with Non-renewed or Revoked Contract during 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx)*:	Reason for Non- renewal or Revocation:

Charter Schools that Closed During or at the Conclusion of 2021-2022:			
School Name:	Date of School Closure:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Reason for Closure:

Charter Schools Currently Approved During 2021-2022		
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):

Optional:

Charter Schools Petitions Received but not Approved during 2021-2022:	
School Name:	Charter School's Governing Board Legal Entity Name:

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the academic performance of each charter school that operated during the school year.

Wausau Area Virtual Education (WAVE)

2021-22 was the fourth year of the WAVE virtual charter in the Wausau School District.

WAVE is a virtual charter school that offers full and part-time enrollment opportunities to students living in the state of Wisconsin. WAVE delivers a high-quality, tuition-free anytime, anywhere education, allowing students to take full-ownership of their learning. Full-time students have the added benefit of being able to participate in WIAA sports, clubs, and activities at one of the brick and mortar campuses in the district, if they choose to do so. For our student athletes, WAVE offers NCAA approved coursework. Additionally, if students have transportation, they could opt for a blended online/brick-and-mortar schedule with up to two classes at one of the physical campuses in the district.

Part-time students, including those who are primarily home-schooled, can take up to two classes at WAVE. In this regard, students living in rural areas who may not have access to AP courses, world languages, and a plethora of elective opportunities can take advantage of these opportunities at WAVE while staying enrolled at their resident school. WAVE teachers work to make sure each of their students feel connected to the school community; there are opportunities for students to work directly with their teachers in a face-to-face environment or connect in virtual classrooms.

Wausau Area Virtual Education (WAVE) Continued...

WAVE strives to create a partnership with students, parents, and teachers to serve the best interest and learning needs of our students. WAVE is committed to offering students a unique pathway for learning while embracing digital and multimedia tools to prepare students to be college and career ready for today, tomorrow, and the future.

DATA (Full Time Enrolled Students):

(Juniors) ACT TEST: (Grade 11)

TOTAL # of Juniors that Tested: 30 (more than 2x the number of students from the 2021-22 school year)

Race/Ethnicity:

- 3 Black/African American Students (3%)
- 3 American Indian/ Alaskan Native Students (3%)
- 20 White Students (67%)
- 7 Asian Students (23%)
- 1 Student Preferred not to respond/No Response (1%)

WAVE Average Composite ACT Score= 16.7 (This is a decrease from 21-22's 19.5 score)

Our Average Math Score= 15.8

Our Average ELA Score= 15.9

SENIORS/ Graduation:

18 Seniors + 1 Junior (early graduation) = 19 potential graduation candidates (Class of 2022)

- 18 students met requirements to graduate (95% success rate)
 - 1 Student who receives Special Education Supports in the form of an IEP will be graduating in the fall of 22-23.

Post High School Planning:

9 students planned to enroll in a 4-year university

8 students planned to enroll in a technical college

1 student was undecided

Colleges and Technical Schools that students were headed to included: UW Stevens Point, UW Stevens Point Wausau Campus, UW Milwaukee, Florida State, Northcentral Technical College, Northeast Technical College

Wausau Area Virtual Education (WAVE) Continued...

GRADES 6-8

Fall Semester:

Grade 6: 21 students / Average GPA 2.78

Grade 7: 13 students / Average GPA 2.85

Grade 8: 12 students / Average GPA 1.62

Spring Semester:

Grade 6: 20 Students / Average GPA 3.12

Grade 7: 14 students / Average GPA 2.94

Grade 8: 15 students / Average GPA 1.78

Students whose individual GPAs were <2.0 were part of our RtI interventions in an effort to improve engagement and academic achievement for those individuals.

Aspire Testing: (Grades 9-10)

Grade 10 9 students

- 2 students exceeding or ready in 4 subjects
- 1 student exceeding or ready in 3 subjects
- 1 student exceeding or ready in 2 subjects
- 2 students exceeding or ready in 1 subject
- 3 students exceeding or ready in 0 subjects

Grade 9 16 students

- 2 students exceeding or ready in 4 subjects
- 1 student exceeding or ready in 3 subjects
- 5 students exceeding or ready in 2 subjects
- 4 students exceeding or ready in 1 subject
- 4 students exceeding or ready in 0 subjects

Enrich, Excel, Achieve (EEA) Learning Academy

Background:

EEA is a school that meets the needs of learners that are not typically successful in the traditional setting. We serve a population of students of which 73% are living in poverty. Many have had struggles with attendance and school performance. 77% of our students report having been impacted by trauma and a significant number struggle with mental health issues. While standardized test scores help give a measure of how the school is performing, they do not provide the full picture of the gains these students make in a year.

Due to the last couple of years' standardized testing being affected by the pandemic, the

Enrich, Excel, Achieve (EEA) Learning Academy continued...

quantitative data used to identify yearly goals was FastBridge data, since we have local control over the administration of that assessment. The data showed that some of our students continue to struggle in the areas of reading and math, though we have made improvements in both of these areas. The small number of students we had who tested for the Forward Exam, ACT and ACT Aspire in the 21-22 year made it difficult to generalize results.

Our Fall 2022 FastBridge data is as follows:

Math: 20% tested into the advanced level, 40% tested into the low-risk level, 31% tested into the some-risk level, and 9% tested into the high-risk level.

Reading: 31% tested into the advanced level, 42% tested into the low-risk level, 18% tested into the some-risk level, and 9% tested into the high-risk level.

Our students have reported that they try harder on the FastBridge assessment because it is not as long as some other assessments. Getting them to take assessments seriously has been a long-term problem.

When we considered qualitative sources of data, we looked at the lives of so many of our students. As we have worked on our Continuous Improvement Plan for the last few years, it has become apparent that when students actually access what we deliver, they make incredible gains. So, as we look at equity, the most important fact to consider is the barriers our students face in accessing what is available to them. These barriers are often in the form of high ACE scores, mental health issues, and other things out of the school's control. Add to these the situation we have found ourselves in with Covid, and the struggle becomes greater. Yet, they are things we must consider as we look at the whole child.

EEA is heavily relationship-centered and that is helpful in most cases, but it can take a considerable amount of time to peel back the layers and really uncover the issues the student is dealing with. This takes time students often don't have as many come to us significantly credit deficient. And after ending the 19-20 year remotely, spending the 20-21 year in a variety of in-person and remote learning situations, our most important goal for the 21-22 school year was to continue to connect with students as much as we could and to be as flexible as we could to their individual needs. Finally having most of our students back in person was an opportunity to make these connections.

Academic Goals:

Our school year goals were intended to be very targeted in our focus and look at how we could impact individual students with various interventions. Those goals were for 30% of the students who were in some or high-risk categories in reading and math to move to the next lowest level of risk.

21-22 Math Goal: By the end of the 21-22 School Year, 30% of the students identified in the high-risk and some risk categories on the aMath assessment in FastBridge will move to the next lowest level of risk.

Results: At the end of the year, 20% of those students at high or some risk at the beginning of the

Enrich, Excel, Achieve (EEA) Learning Academy continued...

year improved their level or risk to the next lowest level. Unfortunately, this doesn't meet the goal and additional students who joined mid-year, had some of the higher levels of risk. Yet, there were some students who made considerable gains, but just not quite enough to enter that next lowest level of risk.

21-22 Reading Goal: By the end of the 21-22 School Year, 30% of the students identified in the high risk and some risk categories on the aReading assessment in FastBridge will move to the next lowest level of risk.

Results: 37.5% of the students in high or some risk improved their level of risk to the next lowest, thereby meeting the goal established. Overall, the average in aReading went from 544.1 to 551.3, and the average in aMath went from 226.5 to 229.9 from the beginning of the year to the end of the year.

Implemented changes:

We have made several universal changes in the school that support reading. We incorporated a whole school reading time for 20-30 minutes per day and have our reading specialist push in each classroom for a 20-minute lesson Monday - Thursday. These measures are in addition to the reading intervention for those students at high or some risk.

We have changed our math interventions to a process whereby the whole school is assessed on a standard every three weeks. Those not demonstrating competency of that standard are then enrolled in a 3-week intervention and assessed again at the end. The process continues to repeat with different standards every 3 weeks.

We are much more specific in our reading and math interventions and utilize FastBridge to identify areas of need and progress monitor them. The number of students needing intensive support in these areas has decreased according to our initial FastBridge data from Fall 2022. We also have implemented an all-school daily reading time and an all-school writing/vocabulary intervention daily.

We have evaluated all we do to support our students and are still in the process of perfecting the best way to collect that information quickly. We now do a parent and student survey at the start of every year that helps us identify needs. We are devoting some school-based funds to Intensive Supervision Services, which are designed to improve student attendance.

We researched ways to improve student engagement and how to help students with ADHD, anxiety, and depression and all things pointed to physical activity. We implemented a first-period movement class for those students falling behind in their academics. We also equipped each of our classrooms with multiple things the students can use for self-regulation - balance boards, wobble cushions, and standing desks. We will continue to look at the non-academic barriers that impact our students and continue to introduce them to strategies that may help them self-regulate.

Wausau Area Montessori Charter School

As an instrumentality of the Wausau School District, we strive to uphold the philosophy of an authentic Montessori education. Integrated into our philosophy is a well-balanced approach aligned with state and district academic standards (Common Core) for student achievement.

Throughout the school year, we administer and analyze multiple measures of data. For the purpose of collecting benchmark data, we utilize FastBridge universal screeners and i-Ready Diagnostics. Formative assessments aligned with our Montessori curriculum are conducted in the classroom. The various collection of assessment tools aid in preparation for the Wisconsin Forward Exam as a final summative assessment.

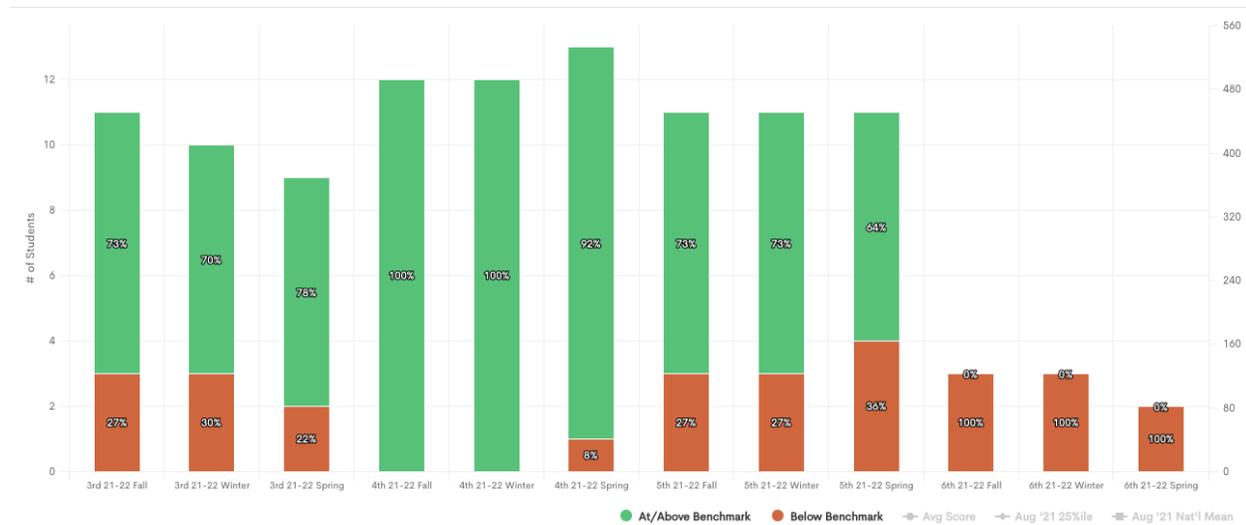
Literacy:

The data from the FastBridge aReading assessment, shows the following changes from Fall 2021 to Spring 2022:

- In 3rd Grade, there was increase in the number of students performing at/above benchmark.
- In 4th Grade, showed a slight decrease in the number of students performing at/above the benchmark.
- In 5th Grade, there was a decrease in the number of students performing at/above benchmark.
- In 6th Grade, the number of students performing at/above benchmark remained the same.

FAST - Fast aReading By Grade

21-22 Benchmarks

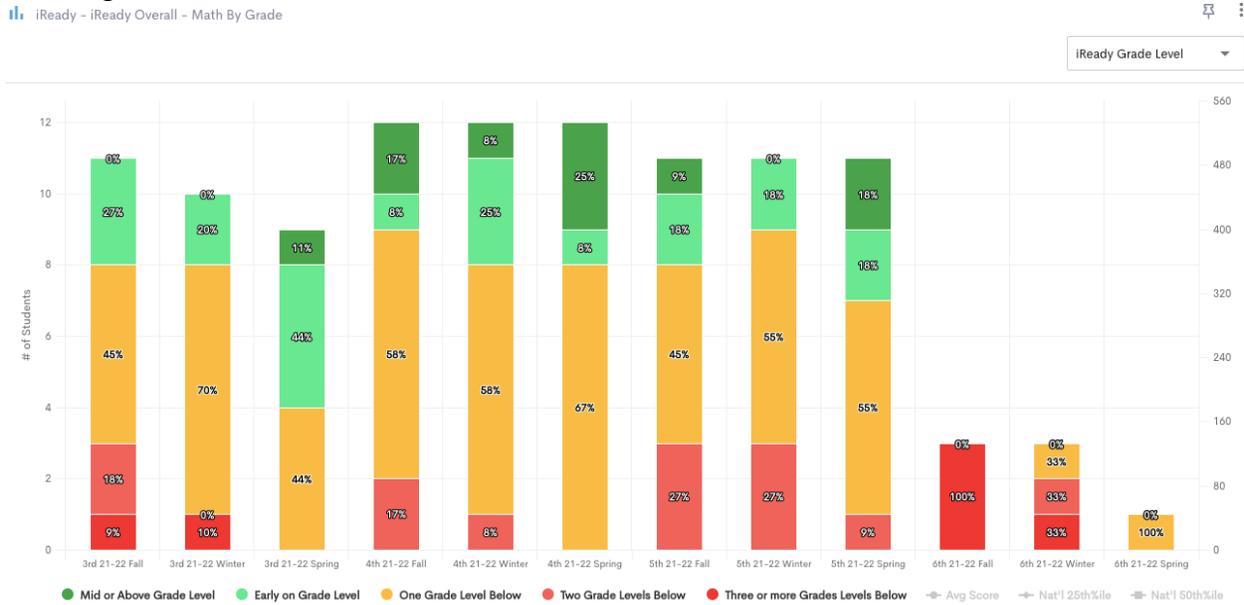


Wausau Area Montessori Charter School continued...

Math:

The data from i-Ready Math Diagnostic, shows the following changes from Fall 2021 to Spring 2022:

- In 3rd, 4th, and 5th Grade, there was an increase in the number of students performing at early/mid/above grade level.
- In 6th Grade, there was an increase in the number of students moving up to only one grade level below.

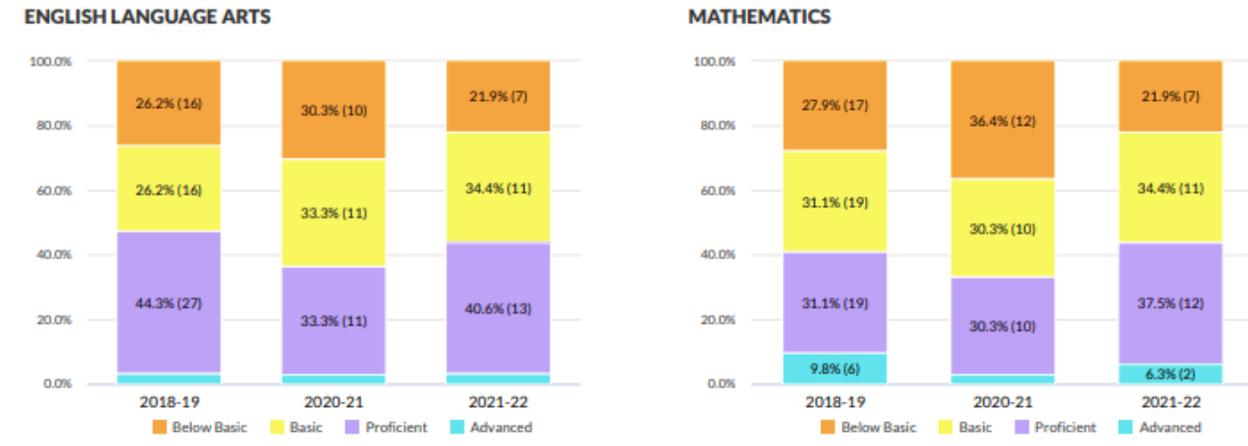


Wisconsin Forward Exam:

The embargoed Wisconsin Forward Exam results for the 2021-2022 school year show that students scoring proficient or advanced in English-Language Arts was 43.7%. This was an increase from the previous year of 36.4%.

The embargoed Wisconsin Forward Exam results for the 2021-2022 school year show that students scoring proficient or advanced in Math was 43.8%. This was an increase from the previous year of 33.3%.

Wausau Area Montessori Charter School continued...



SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the financial performance of each charter school that operated during the school year. *See separate attachment from auditor’s report.*

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

In this section, provide a summary and discussion of any additional contract terms or expectations that the authorizer deems relevant to its report on the overall performance of the charter schools it authorizes.

SECTION VI: AUTHORIZER OPERATING COSTS

(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)

See separate attachment from auditor’s report.

Examples of the types of costs that should be reported in the schedule of authorizer operating costs include, but are not limited to:

- costs incurred by the authorizer to oversee and monitor its charter schools (i.e. salary and fringe for individuals who assume these duties);
- costs incurred for soliciting, receiving, and reviewing applications for new charter schools (i.e. salary and fringe for individuals who assume these duties which may include administrative staff, business office staff, legal staff, etc.);
- costs incurred for completing and analyzing charter school data for the purpose of making renewal and revocation decisions; and
- any additional costs associated with duties under Wis. Stats. s. 118.40(3m)(a) to (e) *(please reference Technical Assistance document for the language of 118.30(3m)(a)-(e)).*

Costs that should not be included in the schedule of authorizer operating costs include salary and fringe for the teachers at the charter school, costs of charter school transportation, curriculum services, food service, etc. **Only costs associated with the authorizer fulfilling its duties should be reported in this schedule.**

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

(Complete and attach Schedule of Charter School Authorizer Services and Costs.)

Examples of the types of costs that should be reported in the schedule of services and costs include, but are not limited to:

- costs for business office services;
- costs for food services;
- curriculum services; or
- professional development services.

Costs and types of services may vary depending upon the contractual relationship between the authorizer and the charter school. Please note that contracted services provided to a charter and authorizer costs are not the same. **The expenditures in Section VI and Section VII should not match.**

WAUSAU SCHOOL DISTRICT

SECTION VII

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

FISCAL YEAR ENDING (6/30/2022)

		<u>TOTAL</u>	
-- E --- 1-- -----			
---	SALARIES		136,996.15
-- E --- 2-- -----			
---	EMPLOYEE BENEFITS		44,549.81
-- E --- 3-- -----			
---	PURCHASED SERVICES		23,585.68
-- E --- 4-- -----			
---	NON-CAPITAL OBJECTS		24,815.32
-- E --- 9-- -----			
---	OTHER OBJECTS		2,910.67
			232,857.63
			232,857.63